

ATTENTION DEFICIT AND LOW PERFORMANCE IN THE AREA OF ENGLISH IN
CHILDREN OF THE INITIAL LEVEL IN THE EDUCATIONAL

By

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Abstract

The objective of this study is to analyze the Attention Deficit and the Low Performance in the area of English in Children of the Initial Level in the Educational Institution Martina Vizcaino La Raiz, in the Municipality of Maimon, during the first semester of 2018. The instrument was a way to determine their attention deficit and the low performance in the English area that this deficit produces.

In the study, a questionnaire was designed consisting of (10) cognitive skills or abilities; after confirming the validity and reliability of the questionnaire, the researcher distributed it to a sample of teachers to respond to the sample of (15) children who suffer attention deficit from the perspective of their teachers in the classroom. After the data collection and interpretation processes, the results showed a low level of cognitive abilities and a low level of performance and also the absence of differences in the level of these skills and abilities according to the different age and age variables performance.

Key words: attention deficit, poor performance, cognitive abilities, disability, hyperactivity-impulsivity.

Introduction

The social skills of the child contribute to organize the circumstances and behavior in a unified set of actions directed towards the achievement of objectives that are cultural, social and personally acceptable; Social skills such as cognitive skills and language skills form the basis of socially competent behaviors (Hassan, 2009: 70).

Sulieman (2011: 26) states that it is necessary to determine the behaviors and activities to develop the child, as well as the potential that is appropriate for a certain age group. This knowledge is used in conjunction with the understanding of children's growth patterns, interests and experience to design an appropriate learning environment for development, taking into account all the factors that affect learning promotion.

Integrated educational experiences presented to children include a set of concepts, skills, attitudes and values that coincide with the child's level of development; These experiences aim to develop the child's personality in a balanced and integrated way in all the different aspects of growth; but also the introduction of a new language and concepts are a new experiences very important for the child that forms the basis of their mental development (Mohammadi, 2011: 20).

Most educators in the English area believe that it is essential for the child to learn another second language to further awaken their cognitive abilities; many of them consider that developing the learning capacity of another language, in the child with respect to these cognitive skills is their first objective. In formulating their educational goals, they express their hopes and expectations in the preparations for the development of their children, so that they can effectively face the complex problems of life, now and in the future; the child begins to acquire his social skills from the family through his interaction with his parents

and those around him, and when he moves to kindergarten, these skills are reflected in the way he interacts with his peers (Owais 2000: 30).

Our objective is to analyze the Attention Deficit and its low School Performance in Initial Children in the institution Martina Vizcaino La Raiz, in the Municipality of Maimon during the first semester of 2018. From this perspective, we seek to find a solution to face this problem that arises in this institution, since the attention deficit is very high in the children of the initial level, thus affecting their academic performance.

The research proposal is structured in four parts: Chapter I; Introductory part of the investigation; Chapter 2: Theoretical framework of the investigation; Chapter 3: Methodology; Chapter 4: Analysis of the results, conclusions and bibliographical references.

Chapter I: Introductory part of the investigation

Statement of the Problem

The problem of the current study is to analyze the Attention Deficit and its Low School Performance in Initial Children in the Martina Vizcaino The Raiz institution, in the Municipality of Maimon, during the first semester of 2018, where as a researcher she noticed that this group of children it needs special education, programs and attention to address the negative aspects of these characteristics. This contributes to the preparation and organization of the educational programs in the area of English that are more in line with their different abilities and capacities to develop the learning abilities of a second language in a creative and varied way, the level of academic performance and their ability of social adaptation.

It should be noted that the current educational programs and the traditional forms followed do not correspond with the capacities of this category; sometimes, they represent an obstacle in the development of their learning of a second language and in the performance of the child in the classroom, which leads the children of the initial level to suffer due to a bad adaptation or their inability to adapt to a new language ; This increases their problems and difficulties in the educational learning process. Consequently, the problem of the study stands out when answering the following questions:

What is the level of school performance in the area of English in children of initial in the educational institution with attention deficit?

Attention deficit disorder from the perspective of the teaching staff?

Justification

The attention deficit and low school performance in the area of English in children at the beginning is considered one of the educational problems that currently receive more attention from modern education systems, since the objective of the educational process is no longer limited to acquisition of knowledge from students.

The study of this disorder in children is of great importance given that it has one of the highest prevalence's compared to that reported internationally.

It has been observed that the difficulties of these children can change mainly with early diagnosis, non-pharmacological support and, in some cases, with medications, generating changes in parenting patterns in the home and making changes in classroom management in the child with Measures to improve their attention processes, especially in English. For this reason, it is very important to carry out an early search for symptoms and describe in our population what is the school performance in the child's English area to generate the appropriate approach that allows the child to improve their learning process of another language. .

Objective

General Objective

To analyze the Attention Deficit and the Low performance in the area of English in Children of the Initial Level in the Educational Institution Martina Vizcaino La Raiz, in the Municipality of Maimon, during the first semester of 2018.

Specific Objectives

1. To investigate what is the level of performance in the English area of children from initial with attention deficit.

2. To investigate what disorder of attention deficit is from the perspective of teachers.
3. To specify the main characteristics associated with the child's attention deficit in the English area.
4. To determine the cognitive skills of children with attention deficit which is more problems present?
5. To investigate what causes the child's attention deficit in the English area and why it's poor performance.
6. To analyze what is the appropriate treatment for the child with attention deficit.

Research Questions

1. What are the signs of attention deficit?
2. What is attention deficit disorder?
3. What causes attention deficit?
4. What are the main characteristics associated with attention deficit, hyperactivity and impulsivity.
5. How can I tell if the child has attention deficit?
6. How to evaluate the child to determine if the child has attention deficit in the English area?

Delimitation

The following work was defined in the Martina Vizcaino La Raiz Educational Institution, located in the Municipality of Maimon, Province of Monseñor Nouel, Dominican Republic, during the first semester of the present school years 2017-2018. The problem that will be treated is the attention deficit and its low school performance in the English area in the initial children in that educational institution.

Geographical Context and Historical Backgrounds

Description of the Educational Center.

Location of the center: the Basic School Martina Vizcaino, La Raiz, is located in the municipality of Maimon currently located north of the Buenos Aires neighborhood, south of the community of Martinez; which is surrounded by mountains, in the Monseñor Nouel Province, Dominican Republic.

Educational Philosophy

The Basic School Martina Vizcaíno, The Root, supports its educational philosophy in the law of education 66-97, and for the reason from the very heart of it considers that a true education has to promote educational development in the physical, mental faculty, spiritual and social, for the training of productive subjects. Educational Project of PEC Center (2017)

Institutional Objectives of the Center

1. Promote educational developments in the physical, spiritual, mental and social faculty of the productive subject.
2. Engrandecer the education under the basic principles of an excellent permanent education.
3. Facilitating the incorporation of the adult in the different forms of learning.

History of the Center

La Sabana was founded in 1965; its founder was Domingo Rodríguez, who was a trustee at that time, together with the Falcondo Foundation, Inc. and the La Altagracia Association, which arose from the need for the main zone of adults..

At present, this educational center is registered in the Ministry of Education (MINERD), under the code No.04442 and it offers services to the educational community in the morning and evening sessions. It belongs to the Regional Directorate of Education No. 16 Cotui of the Sánchez Ramirez Province and to the Educational District 16-05 Piedra Blanca. Its geographical location is categorized as an isolated rural area, due to its distance in square kilometers with the municipality of Maimon. Educational Project of PEC Center (2017)

Educational levels

The educational levels taught at the Basic School Martina Vizcaino-La Raiz, is currently exercised by Lic. Tirso Amauris Acosta, with a staff under his direction corresponding to one eight (8) teachers who are female. Educational Project of PEC Center (2017)

Student population

In the 2016-2017 year the Vizcaino-La Raiz Marine Basic School has a student enrollment that reaches more than 220 students, presenting a growth of more than 40 percent in the students, which (115) are in the morning session (95) belong to the evening shift. When analyzing the allusive data to the whole of the school population that studies during the reference school period, it can be interpreted that the center has a high level of growth. Educational Project of PEC Center (2017)

Historical Backgrounds

Like all investigations, we proceeded to review the theoretical framework and previous studies related to the subject of this study, and I was able to obtain a set of previous relevant studies that we ordered from the most recent to the oldest.

Bin Hafiz (2014) had the right to "design a metacognitive therapeutic program for children with attention deficit and low school performance in the English area at the initial level, the study provided a design for the therapeutic program for children with attention deficit and poor academic performance in the area of English, in accordance with the knowledge in the educational and therapeutic area "metacognitive" based on self-organization skills: planning, control and evaluation during and after performing these tasks. This study addressed the clear imbalance to The researcher used the experimental approach by designing the research by an individual, in addition to the previous and subsequent tests, as well as 16 therapy sessions where the client received training on the metatherapeutic approach based on direct explanation, self-control , the attention, the reinforcement of the dialogue aloud. Therapeutic method designed to treat attention deficit and low performance in the English area was successful with respect to the status of the application of the study carried out, when dealing with the three dimensions of the attention deficit and the level of performance in the English area.

Al-Bataineh et al. (2011) was entitled "The level of social skills among ordinary children, and children with learning disabilities of another language and attention deficit". it was different depending on the variable of sex, age group or interaction between them (278) the boys and girls students participated in the study, which included 181 ordinary students girls and boys (97) students with learning difficulties of another language and deficit of attention, which were chosen from schools that contain sections for learning resources in the Directorate of Education.

For the purposes of data collection, a modified form of the social skills scale for students with learning disabilities and attention deficit showed a moderate level of social skills with a preference for ordinary students; the results indicated the presence of statistically significant differences in the level of acquisition of another language between both groups of students for the benefit of ordinary students for the tool in general, and in its subdimensions, and that ordinary student girls possessed more skills than the student. other student participants, especially in the skills related to school performance in the English area, the results indicated that ordinary students of the youngest age group (4 -7), and the older group (greater than 8 to 10) years) had more language acquisition skills than the older group (older than 8-10 years), particularly in the dimension of interaction with others.

Definition of Terms

1. *Attention deficit*: according Perez Julian P. and Gardey A. (2008): the inability of the child to focus his attention for a period of time during exercising activities accompanied with an instability and excessive movement without calm or comfort, making him rush into doing things without prior thinking and this is reflected in the degrees of the child Get on the scale of the attention difficulties. It is a disorder that is diagnosed when a child does not have the ability to concentrate on just one thing; the lack of selection and maintenance of attention and the consequences that this attitude can bring on a psychological level. That is, it is a person who has difficulties to remain still, acts without thinking first or starts doing something but never ends it, among other situations. (Perez Julian P.and Gardey A., 2008).
2. *Cognitive abilities and skills*: they include the skills related with the mental processes and cognitive activity such as the skills of speculation, inquiring, classification, searching, exploration, holding things, playing, movement and the

ability to infer; such skills play an important role in shaping the child's personality, trends, inclinations and experiences (Mohammed 2012: 14)

3. *Low school performance*: is a frequent problem and has multiple causes; The alterations that characterize it are expressed mainly in the areas of cognitive, academic and behavioral functioning. (C González Barbera - 2004)
4. According to the Royal Spanish Academy the term "disability" means lack of ability in a specific field.
5. According to Barkley (1990), the hyperactivity-impulsivity is a padron (foot originates in a general difficulty pant inhibit the conduct.

Chapter II: Review of the Literature

What is Attention Deficit Disorder?

The attention deficit is officially known as Deficit Disorder of Attention / Imperativeness (American Psychiatric Association, 1994). Despite the fact that most people and some professionals still call it ADD (the name given to it in 1980). The name of the disorder has changed as a result of scientific advances and the results of careful field trials, and now researchers have evidence to support their position that attention deficit is not a specific disorder with different variations. According to this evidence, the attention deficit is now divided into three subtypes, according to the main characteristics associated with the disorder: lack of attention, impulsivity, and hyperactivity. The three subtypes are:

- a) AD of predominantly combined type.
- b) AD of predominantly inattentive type.
- c) AD of predominantly hyperactive-impulsive type.

These subtypes take into account the fact that many children with attention deficits do not have a hard time sitting quietly or showing inhibitory behavior, but they can be predominantly inattentive and, as a result, have a hard time staying focused on a task or activity. Other people with attention deficit may pay attention to a task but lose focus because they may be predominantly hyperactive-impulsive and, therefore, may have difficulty finding their impulses and activity. The most prevalent subtype in the combined type. These children will have significant symptoms of all three characteristics. (American Psychiatric Association, 1994).

What Causes the Attention Deficit?

The attention deficit is a developmental disability with a neurobiological basis, which is estimated to affect 3 to 5 percent of all children of school age in the United States (Professional Group for Attention and Related Disorders, 1991).

No one knows exactly the cause of the attention deficit. Scientific evidence suggests that in many cases the disorder is transmitted generically and is the result of an imbalance or deficiency in certain neurotransmitters or chemicals that help the brain regulate behavior. In addition, a culminating study conducted by the national institute of Mental Health indicated that the speed at which the brain uses glucose, its main source of energy, is lower in individuals with attention deficit than in individuals without attention deficit (Zametkin et al., 1990).

Although the exact cause of attention deficit is still unknown, we do know that attention deficit is a medical problem with a neurological basis. Neither parents nor teachers cause attention deficit; however, there are many things that both can do to help the child manage his or her difficulties related to attention deficit. Before studying what you need to do, we must consider what the attention deficit is and how it can be diagnosed. (Zametkin et al.1990).

What are the Signs of Attention Deficit?

The professionals who diagnose attention deficit use the diagnostic criteria established by the American Psychiatric Association (1994), in the Diagnostic and Statistical Manual of Mental Disorders: the fourth edition of this manual, known as the DSM-IV, was launched in May 1994. The criteria that appear in the DSM-IV (which are discussed below) and the other diagnostic features mentioned in the table on the next page constitute the signs of attention deficit. As can be seen, the characteristics mainly

associated with disability include lack of attention, hyperactivity and impulsivity. The following discussion describes each of these characteristics and lists the symptoms, as it appears in the DSM-IV.

The Lack of Attention

A child with attention deficit, being short of attention and easily distracted is usually described, in reality, distraction and lack of attention are not synonymous. Distraction refers to a lack of attention and how easily some children are distracted from any task. Attention, on the other hand, is a process that contains different parts. We focus (we welcome something that needs our attention at that time). (Zametkin et al., 1990).

When we refer to someone as a person who is easily distracted, we mean that a part of the process of that person's attention has been disrupted. Children with attention deficit may have difficulty concentrating on tasks (especially those that are routine or boring). Others may have difficulty knowing where to start a task, while others may get lost while trying to follow instructions. A careful observer can observe a child and see where the attention process is interrupted. (Zametkin et al., 1990).

The symptoms of inattention, as they appear in the DSM-IV, include: a) he often does not pay attention to details or makes careless mistakes in school work, work, or other activities; b) often has difficulty in sustaining attention in the tasks or play activities; c) often does not seem to listen when spoken directly; d) often does not follow the instructions and does not complete school work, chores or duties at the place of employment (there should be no diagnosis of defiant negativism or the inability to understand the instructions); e) he often has difficulty organizing his tasks and activities; f) often dodges, dislikes, or is reluctant to participate in tasks that require sustained mental effort (such as work or

homework); g) often loses the necessary things for tasks or activities (for example, toys, homework, pencils, books or tools); h) is often easily distracted by outside stimuli; i) it is often easily forgotten in daily activities. (American Psychiatric Association, 1994, p.83.84).

What are the Main Characteristics Associated with Attention Deficit, Hyperactivity and Impulsivity

Hiperability

The most visible sign of attention deficit is excessive activity. The infant / hyperactive preschool child is described as "always on the move or" motive for electric motor. "With age, the activity level may decrease. When maturing as a teenager or adult, excessive activity may appear to be restless and nervous behavior (American Psychiatric Association, 1994).

The symptoms of hyperactivity, as they appear in the DSM-IV, are the following: a) he often moves his hands or feet or is restless with the chair; b) he often leaves his seat inside the classroom or in other situations in which he is expected to remain in his seat; c) often runs or climbs trees or other objects excessively in situations in which it is inappropriate (in adolescents or adults this is limited to a feeling of subjective unrest); d) often has difficulty in playing to participate in recreational activities quietly; e) it is often in motion or often behaves as if driven by an electric motor. f) He often talks excessively. (APA, 1994, Pag.84)

The Impulsivity

When we consider impulsiveness, the first thing that comes to mind is cognitive impulsivity, that is, acting without thinking. In the child with attention deficit, impulsivity is a little different. These children act before thinking, because they have difficulty in

waiting and with the delay of gratification. Impulsivity leads these children to speak out of turn, to interrupt others, and to participate in what appears to be risky behavior. The child can cross the street without looking or climbing a very tall tree. Although such behavior is risky, in reality the child does not want to take risks but has difficulty controlling his impulses. Often the child is surprised to discover that he or she is in a dangerous situation and has no idea how to get out of it. (APA, 1994, Pag.84).

The symptoms of impulsivity, as they appear in the DSM-IV (p.84) are the following: (g) often lets out the answers before the questions have been completed; (h) he often has difficulty waiting for his turn; (i) often interrupts or gets involved in the affairs of others (for example, interrupts the conversations or games of others). APA, 1994, Pag.84).

It is important to note that, in the DSM-IV, hyperactivity or impulsivity are no longer considered as apparent characteristics.

According to Barkley (1990), hyperactivity-impulsivity is a pattern that originates in a general difficulty to inhibit behavior. In addition to problems with lack of attention or hyperactivity impulsivity, the disorder is often accompanied by other associated characteristics. Depending on the child's age and developmental level, parents and teachers may notice a low tolerance for frustrations, outbursts of outrage. An authoritarian attitude, difficulty in following the rules, disorganization, social rejection, low self-esteem, poor academic performance, and inadequate self-application (APA, 1994).

How to Evaluate the Child to Determine if he has an Attention Deficit in the English Area.

If the child is experiencing difficulties in assimilating a word and pronouncing it in English, or is experiencing other difficulties in this area as in another, it may be that he has deficit of attention; parents can choose one between two paths that lead to an evaluation.

They may request the services of a professional or private clinic, or they may request that the local school district conduct an evaluation.

While pursuing the services of a clinic or professional so that your child is assessed in a particular way, language teachers should consider the training and experience of the clinical staff regarding the disorder, as well as their availability for the coordination of various types of treatments. Most support groups for parents of children with attention deficits have lists of clinical staff with adequate training for the evaluation and treatment of children with attention deficits. (APA, 1994, Pag.88).

Schools have the obligation to evaluate the child from 3 to 12 years old, if the school staff is prepared and suspects that they may have attention deficit and other disability that adversely affect their school performance. This evaluation is provided free of charge and must, accord to the law; include more than one standardized test or process. In addition, the tests and interviews must be in the child's native language. The law also says that the school must use the parents' native language to communicate with them, if necessary. If you suspect that your child has a problem with attention or hyperactivity, or if you are sure that your child has attention deficit and your school performance has been adversely affected, you should request that your child be evaluated by the school system. When requesting this, a good idea would be to specify what difficulties your child is experiencing in school. If your child is an infant or preschool age, you can research what early intervention services are available within the setting where you live. (American Psychiatric Association, 1994, p.83.84).

Chapter III: Methodology and Data Collection

In This paper defines the methodology to meet effectively the purpose of the research topic, with different stages to follow to reach the scientific knowledge of the research. In order to improve the problems arising during the same.

Method

The method we used in this field research was Observation and it is a method of data collection whose objective is to represent as accurately as possible what happens in reality Piéron (1986).

Technique

For the data collection we use the questionnaire technique that will be applied to the teachers of the Martina Vizcaino La Raiz educational institution.

Research Design

The term research design refers to the plan or strategy designed to obtain the information that is desired. The present investigation has a non-experimental design, since what is done is to observe the phenomena that affect as they occur in their natural context, and then update them. In this type of design according to the same author, the researcher has to limit himself to the observation of already existing situations, given the inability to influence the variables and their effects.

Research instruments

According to the purpose of the investigation, two instruments were used to collect information, one was the observation technique (to directly observe the problem) and the questionnaire that was administered to the teachers to gather information about this situation, the It was carried out during the first semester of 2018. This will allow us to detect any problems that may arise.

Population

The subjects of study in this project are the students of the English area of the initial level. The research was carried out during the English classes, during the first semester of the year 2018, in children from 4 years to 10 years, at the Martina Vizcaino La Raíz School, in the municipality of Maimon.

Schedule (Chronogram) of Activities

Calendar of activities during the first semester of 2018.

This represents a 4 week empirical research activities at Martina Vizcaino La Raiz Center

Activities	April 2018																
	1st Week				2nd Week					3rd Week				4th Week			
	1	2	3	4	1	2	3	4	5	1	2	3	4	1	2	3	4
Theorydiscussion& Objective Settings																	
Interviews & Data Gathering																	
Class Observations																	
Evaluating/Assesments of Results																	

Chapter IV: The Results and Data Analysis

Expect Results

In this Chapter, data collection based on attention deficit and low performance is presented in a detailed and comprehensive manner, the results or data provided by the search of the instruments applied according to the purposes of this study, which was demonstrated between the correlation of attention deficit and low performance in the area of English as a foreign language, it was carried out in two stages. The first consisted of direct observation about the object of study, I mean knowing the study subjects to identify their needs and situational language. The second was applied an observation form of ten interactive activities during field research, followed by an analysis and interpretation of information through content analysis.

The research was carried out at the institution in the Martina Vizcaino La Raíz educational institution, in the municipality of Maimon, during the first semester of 2018.

The question that serves as a guide in relation to the objectives was the following: What are the signs of attention deficit. The project was carried out in compliance with the tasks completed in the schedule of activities of the project proposed in chapter 3. The results corresponding to the research question, was answered mostly giving, where you can see very clearly that there is a possible failure in terms of attention deficit and poor school performance in the English are

Conclusion

According to the main findings of this investigation, we can say that there is a greater risk of failure and poor school performance in the English area in children with attention deficit disorder, being similar in children from 4 to 7 years, and in some from 8 to 10, with a slight decrease in risk of poor academic performance during the school year.

You can see, in addition, the grades in students with attention deficit are much lower compared to students without this symptom, which was predominant in the subject of English. After the study, new methodology has been incorporated into the classroom to improve this situation as it would be: through the application of interactive activities in English classes integrating learning strategies, and the use of technology so that the child pays more attention in the teaching of the classes, selection of careful oral activities and pleasant work with the environment.

In addition to the findings described above, it is important to highlight the study population, since the majority of the population of the city of Maimon is located in rural areas, this being the first study of attention deficit in the area of English in Initial children, which relates the school prognosis with this disorder.

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Attached

UNIVERSIDAD AUTONOMA DE SANTO DOMINGO



FACULTY OF HUMANITIES
THE SCHOOL OF FOREIGN LANGUAGES
EFL BACHELOR'S DEGREE PROGRAM
Regional Center of Bonao, D.R.

Class Observation Form:

1.- Institution _____ 2.-Teacher's Name _____
(optional)
3.-Class Level _____ 4.-Academic Degree _____
5.-Field of Specialty: _____ 6- Age: _____ 7- Sex: _____

In the following questions, choose the answer you most consider.

1. When starting English classes with children as is their behavior?

- a) Pay attention
- b) Do not pay attention
- c) They do nothing

2. Does listening to the CD in the English class help the children to better understand them?

- A) Yes
- b) At some point
- c) Never

3. Do children feel comfortable in English classes?

- A) Yes
- a) At some point
- b) Never

4. Do you use laminas in English as a strategy to teach correctly in the classroom?

- A) Yes
- b) At some point

c) Never

5. Do children understand you when you speak in English?

A) Yes

b) At some point

c) Never

6. Do children show an attitude of wanting to pay attention during class?

A) Yes

b) At some point

c) Never

7. Does your teacher use songs, games, to orally teach the language?

A) Yes

b) At some point

c) Never

8. Do the children appear to be imperative in the classroom?

A) Yes

b) At some point

c) Never

9. How does the teacher constantly involve children in English classes?

A) Yes

b) At some point

c) Never

10. Do children easily memorize some words in English?

A) Yes

b) At some point

c) Never

Thanks